SAN LEANDRO UNIFIED SCHOOL DISTRICT

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN

Prepared by:
Family and Student Support Services Department in Collaboration with
Boys & Girls Club of San Leandro

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February 2022

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Expanded Learning Opportunities Program (ELO-P) Sites

1. Bancroft Middle School
2. John Muir Middle School
3. Garfield Elementary
4. Jefferson Elementary
5. Madison Elementary
6. McKinley Elementary
7. James Monroe Elementary
8. Roosevelt Elementary
9. Washington Elementary
10. Wilson Elementary

All ELO-P program offerings will be located on the school site.

This Expanded Learning Opportunity Program (ELO-P) Plan may be subject to revisions to better align with future CDE updates to program guidelines and requirements.

Target Population	Percentage of School Population
Socioeconomically Disadvantaged	62.9%
English Learners	26.9%
Hispanic/Latino	48.6%
African American	12.1%
Asian/Pacific Islander	17.6%
Foster Youth	.29%
Homeless	1.66%

The mission of the San Leandro Unified School District (SLUSD) is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation. As stated in *EC* Section 46120(b)(6) San Leandro Unified School District, in collaboration with educators, The Boys & Girls Club of San Leandro, parents and students, this program plan has been developed and reviewed. We are committed to implementing high quality extended learning programs outlined in this guide. Our goal in SLUSD is for all children to have equitable access to a positive and engaging learning environment that is consistent. Priority and enrollment in the Expanded Learning Opportunity Program will be given to students with the highest needs which includes our homeless, foster youth, English Learners, and any student whose family requests placement.

SLUSD aims to continuously improve the outcomes for all of its students by focusing on the implementation of the five goals outlined in the SLUSD Strategic Action plan that identifies expectations for every classroom and includes extended learning programs:

1.**Engage Educate and Empower**: Every classroom and program in the district will support high quality, universally accessible learning experiences across the content areas to foster critical thinking, communication and collaboration, ethics and cultural leadership.

2.**Educational Equity through College and Career Readiness**: Provide comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning, post-secondary opportunities and robust mentoring.

3.**Equity Centered Effective Employee Engagement**: All staff and district partners meaningfully collaborate and remain engaged around student learning goals to provide outstanding educational experiences to all students.

4. **Valuing Diversity, Equity and Inclusion with Families and Communities**: SLUSD will

support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development.

5. **Environmental and Technology Equity:** SLUSD will maintain and improve facilities and technology infrastructure to provide an optimal learning environment for all students.

1. Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off-campus. If not on-site, describe where in the community it will be and how students will be supported to get there.

Our highest priority is providing a safe, nurturing environment in which youth can experiment with learning, develop their potential and grow. SLUSD has had a history of fostering partnerships with organizations that aim to boost safe environments in expanded learning spaces. In 2014, SLUSD participated in the Expanded Learning 360/365 Professional Learning Community and partnered with Partnership for Children and Youth and seven other school districts from across California to plan and implement strategies to improve and better coordinate Social-Emotional Learning (SEL) practices. Through this work, there have been intentional connections and alignment to high-quality SEL practices with day and expanded learning staff.

A safe and supportive environment begins with well-trained staff in both safety protocols as well as best practices in youth development. The Expanded Learning Opportunity Program (ELO-P) staff have participated in receiving training on the social-emotional program, Toolbox in San Leandro Unified School District, as well as training from Positive Discipline coaches which provide trauma-informed strategies for supporting students, addressing their needs, and meeting them where they are. ELO-P staff have also participated in the 360/365 Expanded Learning training focused on: Web of structural supports, Intentional Community, Culture of Respect, Participation and Reflection, Programs of Connection and Engagement, Development of youth agency, and trauma-informed responsiveness. The Boys & Girls Club of San Leandro (BGCSL) has invested heavily into staff training especially around social-emotional learning because that translates into quality programs and positive outcomes for youth.

Developed by the Yale Center for Emotional Intelligence and adapted for use by (BGCSL), Youth Centers, and school-based Expanded Learning Opportunities Programs, the Positive Club Climate Resource Guides used by ELO-P staff provide an evidence-based approach to building social-emotional skills in young people and in staff. The four resource guides present methods that help youth recognize emotions in themselves and others, while developing strategies to regulate their emotions, work together to build an emotionally supportive environment, handle strong emotions to make better decisions, and respond to conflict. The following guides are implemented in programming to help create a positive learning climate in which both youth and staff feel emotionally safe, supported, and connected to one another.

Emotional Check-Ins Guide is a tool that youth development professionals and youth can use to pause, reflect, and identify their emotions so that they can better understand and meet their needs

Group Agreements Guide is a tool that youth and youth development professionals can use to create an emotionally safe and supportive learning environment by creating a shared vision for how people want to feel during their time together.

Meta-Moment Guide is a tool that helps staff and youth handle strong emotions to make better decisions for themselves and the community.

Restorative Roadmap Guide is a tool that provides youth development professionals with easy to use, step-by-step guidance on how to restore relationships after a conflict occurs.

Families play a significant role in supporting their children. The term “family” is meant to refer broadly to adult caregivers involved in a young person’s life. This could include biological, adoptive or foster parents; grandparents; aunts and uncles; adult siblings; and even trusted adults in the community. Such caregivers can bridge gaps between home, school and the community. Therefore, it is vital for ELO-P professionals to reach out and meaningfully involve the families of their members. Families should feel comfortable working with (BGCSL) to actively support their children’s learning and development. Successful family and caregiver engagement is based on the following key principles:

1. Strong relationships built on trust and respect
2. Open, two-way communication
3. Equal partnership
4. Cultural responsiveness
5. Intentionality

Families and caregivers all communicate differently. So we use a variety of methods to ensure everyone gets the information they need. This includes newsletters, emails, social media posts, phone calls, flyers, and/or communication apps such as Remind.

We translate documents and communications into the language(s) spoken by families so they understand the information being shared.

We adapt programming to be culturally responsive for caregivers. Adjust activities so they are relevant for the community. This includes hosting family nights related to specific observances (e.g., Black History Month, Native American Heritage Month, Cultural Awareness Month), offering opportunities for families to showcase their culture and traditions, or providing workshops responsive to families’ histories and experiences.

Quarterly Virtual Town Halls provide information on upcoming events, safety protocols, and general programmatic information.

All parents and caregivers are provided an onboarding experience where they can meet staff and ask specific questions to communicate concerns and ways in which they can become involved.

Healthy Lifestyle Activities Include:

Triple Play, BGCA’s comprehensive health and wellness initiative, strives to improve the overall health of members, ages 6-18, by increasing their daily physical activity, teaching them good nutrition, and helping them develop healthy relationships.

The "Body" component of Triple Play promotes becoming more physically active through a variety of games, cooperative activities, and sports that develop a young person's ability, confidence and motivation to be physically fit.

Healthy Habits is the "Mind" component of the Triple Play program. The Healthy Habits curriculum focuses on making choices that support a healthy eating pattern and physical wellness. This targeted program is made up of interactive practical activities that develop a young person's ability, confidence, and motivation to eat healthy for life.

The "Soul" component of the Triple Play program encompasses the social recreation activities that are critical to positive youth development. This targeted program builds the skills a young person needs to make healthy choices through cooperative, group-based activities that develop a young person's confidence in themselves and connection to others.

Civic & Character Development Programs Include

Torch Clubs are small-group leadership and service clubs for boys and girls ages 10-13 years old. A Torch Club is a powerful vehicle through which club staff can help meet the special character development needs of younger adolescents at a critical stage in their development. Torch Club members learn to elect officers and work together to implement activities in four areas: service to club and community, education, health and fitness, and social recreation.

Youth led service projects are organized annually at each school site to address a problem or issue happening in their community.

Academic Support Includes:
Power Hour: Making Minutes Count helps club members ages 6-18 achieve academic success by providing homework help, tutoring, and high-yield learning activities and encouraging members to become self-directed learners. Printed program materials include a resource guide for program coordinators, homework helpers, and tutors and a poster-sized Power Points chart for tracking and rewarding participants' progress.

All ELO-P offerings will be located on the school site.

2. Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The San Leandro Expanded Learning Opportunity Program (ELO-P) is dedicated to active implementation of researched-based program design, instructional strategies, and best practices for multiple dynamics of our population (i.e. those performing below grade level, special needs, English Learner, poverty and other socio-economic impacts, and learning styles). Enrichment programs will incorporate Social Emotional Learning, Project Based Learning, engaging and hands-on educational experiences. Our enrichment programming includes research-based instructional activities, which incorporate connecting learning to

prior learning and current knowledge, reinforcing effort and providing recognition, use of modeling and creation of models, use of open-ended questions, scaffolding of information, experiential learning, and engaging, hands-on activities.

The following are key components of our program design:

- Experiential, project-based and inquiry-based learning
- Engaging and relevant content
- Common Core State Standards alignment
- Data analysis of strength and challenges compared to Smarter Balanced test results
- English language or literacy development for all students
- Social Emotional Learning
- Extended Day Learning that connects to and beyond the classroom
- Staff provide opportunities for students to work on group projects daily.
- Youth development learning (i.e. soft skills, communication, conflict resolution, public speaking, teamwork, etc.)

The program will provide an array of physical activities, games and sports; art activities, problem solving games, STEAM activities, and student-centered activities designed to engage and nurture student interest and curiosity. The expanded learning staff is supported by coaching and professional development provided by the district's Education Services Division and it includes training on the curriculum from code.org, National Hour of Code, and the Ultimate STEM Guide. The program will also address students' knowledge on how to write basic HTML and will learn how to use the Microsoft and Google suites.

The ELO-P utilizes the mastery learning concept based on the work of Benjamin S. Bloom in the 1970s and 1980s who combined the concepts of tutoring and individualized instruction to improve student learning in classrooms. "Bloom suggested that although students vary widely in their learning rates and modalities if teachers could provide the necessary time and appropriate learning conditions, nearly all students could reach a high level of achievement." He observed that teachers only gave feedback at the end of an assignment, not during so that students could make corrections as they went. He also knew that they needed time. "…he labeled (this approach)…master learning." (Bloom, 1971) (Lessons of Mastery Learning, Thomas R. Guskey, ASCD.org). The BGCSL has utilized this practice specifically in its Reading and Math Intervention Program for approximately 330 youth who are underperforming in these subjects. Intervention Specialists are trained in utilizing assessments such as the San Diego Quick Assessment for literacy and the Math Speed Test for Math to determine levels for students' work in both areas. The key to student improvement has been the combination of mastering the concept and time to practice the activity to embed it into the brain before moving on. Another connection to best practices is the hands-on, project-based After School Kidz Science Kits in Life, Physical, Green and Forensic sciences that are tied to content standards, development levels. Youth are guided by the Expanded Learning staff to conduct experiments, build models and test their theories utilizing a format tied to the school day but with lessons geared to the extended day schedule.

3. Skill Building

Describe how the program will provide opportunities for students to experience skill building.

All San Leandro ELO-P sites provide time for structured homework support and completion daily. Students work individually or in partners or groups to complete the homework given to them by their regular classroom teacher. Homework is checked for accuracy and completion by the youth development professionals in ELO-P.

Our approach for engagement of youth in projects is grounded in the best practice of project-based learning that addresses multiple learning styles (auditory, kinesthetic, visual) and allows for student input. STEAM has been a fundamental piece integrated into our ELO-P enrichment program for over a decade. Every site focuses on providing at least one, daily enrichment activity around a STEM project-based learning task. These include activities using the After School Kidz Science kits. These kits, are developed by the Lawrence Hall of Science, University of California Berkeley, are specifically designed for 45-minute after-school lessons in Life, Physical, Green, Forensics, Earth and Space sciences. Students also utilize the technology lab for homework completion and research on school day assignments.

Additionally, students are exposed to a curriculum that fosters healthy lifestyles which include a 20-minute daily physical fitness program, sports integration, gardening, cooking, nutrition, arts and crafts, computer lab access and skill development. Civic and character development activities are also part of the curriculum which include gang affiliation prevention education, mentoring, and service-learning in the community throughout the school year. Special events such as sports tournaments and family cooking nights also make up the opportunities for students to experience skill building.

4. Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The Expanded Learning Opportunity Program follows a continuous quality improvement process to inform its programs, activities and training. As part of this process, students and parents receive a pre and post survey regarding the quality of staff interaction, program content, activities, ideas for new projects, programs, field trips, other issues in communication, pick-up as a means to capture youth voice. The Chief Operating Officer, the Executive Director and the Program Director review the information in these surveys at the end of the year to prepare for training modules and to determine any adjustments or changes needed. Program directors utilize daily check-ins with youth to determine what is going well and what is not. A monthly assessment is conducted with youth to hear their experience with the programs, activities, field trips, interactions with peers that they are having in order to determine adjustments needed for the next month.

Students in the program have opportunities to share their viewpoints, concerns, or interests in various ways, as well as make choices when participating in program activities. An

informal youth advisory exists at the elementary sites to provide input and ideas about their interests, policies that they feel form barriers to learning, enrichment. In addition, the two middle school sites have a youth advisory committee that provides input into service learning projects, enrichment and peer problem-solving strategies not just for issues after school, but that may have arisen during the school day.

Youth members are provided a platform to express topics of interest where staff curate weekly activities and lesson plans based on youth leadership and voice. Every Friday youth members choose the day activities they would like to participate in.

SMART Girls is a small-group health, fitness, prevention/education and self-esteem enhancement program designed to meet the developmental needs of girls in three age groups. Through dynamic sessions, highly participatory activities, field trips and mentoring opportunities with adult women, girls explore their own and societal attitudes and values as they build skills for eating right, staying physically fit, getting good health care and developing positive relationships with peers and adults.

5. Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Healthy lifestyles is one of three pillars of the (BGCSL) framework informed by research. Gardening, cooking and nutrition are part of the weekly program at the school sites with daily physical fitness and sports. The purpose of the programming in this area is to help youth have a better understanding of the connection between healthy food and eating habits and a healthy body and mind and the function of food as fuel to enable one to succeed in life. Youth learn to understand the healthy food pyramid, how to incorporate fruits, vegetables, and protein in a way that makes sense, and how to do this in a cost effective way. Youth also learn about transforming what is their "food culture" into something that is healthier while still maintaining the food they know and love.

SLUSD in collaboration with BGCSL utilizes culturally competent and research-based curricula in the healthy lifestyles/healthy choices-behaviors area. For Example, Triple Play: A Game for the Mind, Boys & Soul (launched in 2005) is a Boys & Girls Clubs of America program that promotes healthy living among youth ages six to 18. The program is designed to be incorporated into multiple aspects of the Club Experience. It is called Triple Play because of its three-pronged strategy of targeting the mind, body and soul. In 2008, Youth Development Strategies, Inc., a nonprofit research group, completed an 18- month study that evaluated the effectiveness of Triple Play in improving health outcomes among 2,242 youth attending 30 Boys & Girls Clubs throughout the United States. Clubs that agreed to participate were randomized either to implement Triple Play or to serve as a control group. The results showed that the Triple Play program does have a positive impact on participants. Specifically:
Participation in Triple Play improves youth’s nutrition knowledge, particularly in the area of portion control.
Triple Play benefits youth who already eat healthy, as well as those with unhealthy eating

habits.
Triple Play increases the amount of time youth spend engaged in physical activities and exercise.
This is just one example of the way the (BGCSL) utilizes research-based curricula to improve the health outcomes of the youth we serve.

The district's Food and Nutrition Department works closely with our extended learning staff to guarantee healthy options and to provide snacks that meet state and federal nutritional requirements which are based on the USDA Dietary Guidelines. San Leandro Unified School District Food and Nutrition Department prepares and delivers food to our schools.

Some examples of healthy snacks are:

- Animal Shaped Whole Graham Crackers and Milk
- Whole Grain Cheez-its
- String Cheese
- Apple/Berry Berry 100% Juice

6. Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

San Leandro Unified School District focuses on ensuring that all after school programs create environments in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. We do this by creating a culture of belonging at each after school site, recruiting targeted populations to enroll, and reducing the barriers to enrollment. We as a district specifically outline in our strategic action plan "Equity through College and Career Readiness" We expect all schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development. Our ELO-P is designed to enroll, serve and prioritize our traditionally underserved students (minorities, low-income, foster youth, homeless and English Learners).

1. Program diversity, access, and equity is first addressed through the training that the staff received, both through partnership training such as the 360/365 professional development from the Partnership for Children and Youth to SLUSD's training in the Toolbox Kit to BGCA's Spillett University coursework described earlier. Alameda County Office of Education has provided training in Behavioral Metrics, SEL Capacity Building, and Leadership Development as part of the ACT, Actions Change Things, and Mental Health 101.
2. Diversity, access, and equity are also achieved through the program curricula provided. For example, the Boys & Girls Club uses research-based, culturally competent programs at its two middle schools. SMART Girls, Growing Up Black for ages 10-18, provides a guide for discussions around Colorism, Representation, Systemic Racism and more. Our staff will utilize the LGBTQ Toolkit or the SMART

Moves Program, This program now introduces a health promotion approach to support healthy decision-making. Many health programs only identify and address risk and protective factors that are most associated with a young person's ability to avoid risky behavior; typically framed as health prevention. This version of SMART Moves utilizes a health promotion approach, which is focused on building youth's attitudes and skills that support healthy decision-making. It is asset-based, focused on building foundational social-emotional skills, and addresses youth's agency in healthy decision-making.

3. The Club utilizes programs that provide agency to youth to enable them to have a voice, to know how to speak that enables them to be comfortable in their own skin, have access and equity. Our participants and staff are encouraged to share and are given opportunities to share experiences from their diverse backgrounds and their personal stories.
4. The ELO Program will serve any student whose family requests placement, program participation will be optional. Enrollment priority will be given to our foster youth, homeless and low socioeconomic families. In addition, our ELO Programs will work with their respective sites to provide support to students with disabilities.
   Our expanded learning provider works actively to recruit and hire staff that reflects the community of our students served. Communications are through emails, Aeries Parent Portal, letters, site newsletters, district website, parent orientations, Parent Square platform, phone calls, in person meetings and site-based announcements. All ELO Program communication will be available to families in English and Spanish.
   We state our commitment to diversity and equity in our outreach materials and policies. Our ELO Programs will create a welcoming environment at all sites by representing the diversity of the participants through our program materials, pamphlets, activities and classroom displays

5. Reducing Barriers to Enrollment. Our program has systems in place to respond to barriers to enrollment. We ensure all after school spaces are equipped with the same technology and chrome books students have access to during the day. We even have Chromebook check out policies for students who do not have access at home. Our Family and Student Engagement Program Coordinator schedules one-on-one meetings with families that need transportation support and/or other supports. We also work closely with case managers and site 504 coordinators ensuring appropriate accommodations are in place for students in the extended learning programs.
6. Students also have an opportunity to share their diverse backgrounds through end-of-year programs, talent shows, showcases, multicultural festivals, and the Winter Wonderland event in December. All these activities provide ways for students to share their diverse backgrounds, languages and culture.

7. Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

San Leandro Unified School District (SLUSD) has developed an intentional strategy of developing and supporting a culture of excellence through a consistent, professional development program for both veteran as well as new staff for all our ELO Program

providers. The purpose of this joint approach is to create a consistent framework for students as they transition from the school day to after school. The professional development program's overall framework is social/emotional learning with three strands emanating from that framework: Project Based Learning; Restorative Justice Circles and Technology Integration. Professional development is coordinated by our Educational Services Division, whose role is to align the Extended-Day Program with the instructional day, especially in areas of appropriate grade level standards, homework assistance, coupled with specific targeted tutoring needs in reading and/or math.

Below is the extended day professional development plan created in partnership with the Boys & Girls Clubs of San Leandro. This comprehensive plan is in alignment with the SLUSD's graduate profile 5 strategic goals and the ELO-P outcome-driven program plan.

Objectives:

1. To develop a leadership training program for seasoned ELP Program site directors providing opportunities for professional growth to improve program quality

2. To develop a comprehensive training component for new staff to understand and incorporate into their teaching effective strategies for youth to learn academically and holistically

3. To design a coordinated training module for SLUSD and EXLP staff focused on Project Based Learning, technology integration, and restorative justice through the social emotional learning lens.

Full Day Track

Dates	Description	Topics
April 1, 2022	All Group Session	Quality Standards in Expanded Learning
June 1, 2022	Summer Group Session	Team Building

Weekly Track

Dates	Description	Topics
Every Thursday	Site Director Meetings	Operations, program updates and PD
1st Thursday of the Month	Leadership Series	Managing with Compassion Mindfulness Know your Leadership Strengths Unconscious biases Positive discipline with staff.

Nuts and Bolts **2nd Thursdays**	Weekly review of Operations 1x Monthly model "standard agenda template" to align to strategic goals at Site Director meetings with staff	Compliance Requirements; events; High yield activity lesson plans; attendance; program operations, safety

Quality Improvement **3rd Thursdays**	Director-Led Committees	**PD**
Continuous Learning **4th Thursdays**	SEL and RJ Circles, Post COVID trauma Informed Practices, CQI, Quality Standards	Developing 21st century skills in our youth, Healthy lifestyles, Academic Success, Character Development.
Youth Development Coordinator Meetings **1x Monthly**	Outcomes deliverable across every site agenda	

Professional Development Partners and Leaders

San Leandro Unified School District	Toolbox Kit: Breathing, Listening, Quiet/Safe Place, Personal Space, Empathy Tools, Taking Time, and More
San Leandro Unified School District	English Language Development ,Teaching to advance content knowledge as well as language development
San Leandro Unified School District	Grading for Equity,Assessment that reflects an equity-centered pedagogy to foster student perseverance and maximize learning
San Leandro Unified School District	Project Based Learning, Authentic assessments that drive lesson design, nurturing the attributes of the SLUSD Graduate Profile

Parent Learning Series	7-part series on training in youth development 4-part training series on restorative practices Building Intentional Communities Establishing Community, Developing Leadership, Reflection and Engagement
Parent Facilitators	SLUSD Parent Facilitators lead school wide parent engagement efforts and work collaboratively with after school spaces in SLUSD and BGCSL.

8. Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The following extended learning program goals were developed from our needs assessment:

- Provide targeted academic interventions for students performing below grade level, special needs, English Learners, foster youths, homeless and other socioeconomically impacted students
- Provide high quality STEAM experiences that align with Common Core State Standards, NGSS standards and project-based and inquisitive-based learning
- Provide Social Emotional Learning (SEL) programs that focus on developing the academic, social, emotional and physical needs
- Provide extended learning educational and enrichment programming that connects Common Core State Standards and connects to and expands computer and visual/performing arts experiences
- Engage students in healthy choices, wellness and physical fitness activities
- Relevant student data is collected through SLUSD's technology department and our Renaissance and FastBridge Database. Student subgroup data, as relevant to closing the achievement gap, is gathered from the upcoming Smarter Balanced results, and The English Language Proficiency Assessments for California (ELPAC). Data will also be collected through parent, student and staff surveys.

9. Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

At SLUSD, we believe the leading factor of our extended learning program success is about connections**,** helping youth find a real connection with a caring adult in our programs and creating a space for them to grow socially, emotionally and physically in a safe and nurturing place. In order to create this space of positive connections for our youth, we model that by having after school staff providers attend day staff meetings and collaborations, provide district wide professional development days to all day, extended learning staff, and ensure all extended learning providers have access to training, technology and curriculum to support the implementation of our program elements.

Our primary partner is the Boys & Girls Club of San Leandro (BGCSL). The BGCSL provides direct staffing and coordination at each of our ELOP sites and works closely with SLUSD in the development and implementation of curriculum and programming.

SLUSD partners and contracts with reputable and high-quality extended learning providers such as the Boys & Girls Club of San Leandro and Champions After School Program. The BGCSL believes that every child has the potential to be great. In support of this strong conviction, the BGCSL strives to build caring, responsible citizens. With more than 25 years of experience, Champions is recognized for its leadership in delivering extended learning programs that are tailored specifically to a school's needs with safe and engaging learning experiences. They were recently awarded the prestigious distinction of corporation accreditation by AdvancED, a global leader in advancing excellence in education through accreditation.

SLUSD through BGCSL have a long-standing partnership with the Rotary Club of San Leandro, The San Leandro Education Foundation, Ghirardelli and the City of San Leandro. These organizations have provided individual scholarships for McKinney Vento, Foster and Free and Reduced Lunch families, workforce readiness career days, donated program materials, and volunteered to support Power Hour Academic support.

SLUSD and the BGCSL collaborated to complete this program plan. The Family Engagement Program Coordinator reaches out for support from the Alameda Region 4 lead and CDE consultants when needed.

In addition, we also contract with Native American Health Center (NAHC), Wellness Together, Sylvan Learning Centers, and Elevo (formerly known as Sports 4 Learning).

Native American Health Center (NAHC) is a school-based full-service, medical clinic located at The Barbara Lee Center for Health and Wellness. NAHC offers services that focus on prevention and integrated care. Their free, comprehensive health care services include medical, dental, behavioral health, health education, health care insurance sign-ups, and community engagement services. We will partner with the Native American Health Center (NAHC) to expand health education services for our ELO programs.

Wellness Together is a school-based mental health and wellness partner. They provide fully licensed behavioral health clinicians to offer free, comprehensive mental health services for all students regardless of insurance coverage. Their culturally competent mental health specialists provide one-one or group counseling, crisis intervention, family engagement, and social-emotional learning support. In addition, they work closely with school staff to provide other evidence-based interventions that align with our district's Multi-tiered, Integrated, Intervention, Support Systems (MIISS).

Sylvan Learning Centers provides a personalized tutoring intervention program that is tailored to our students' needs. Sylvan also offers personalized tutoring and homework help, academic coaching, and advanced test preparation services.

Elevo is an innovative provider of educational support programs with a curriculum that

blends social-emotional learning (SEL) and physical activity. Elevo's highly engaging program integrates the 5 core social-emotional learning competencies as outlined by CASEL (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness) as well as California's physical education standards. Their coaches support the overall culture and climate at our sites by acting as positive role models and mentors to students during both structured and unstructured activities throughout the school day.

10. Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Director of Family and Student Support Services and the Family Engagement Program Coordinator at the District level will monitor the incorporation of best practices and strategies from this Capacity Building model at monthly staff meetings, quarterly and year-end. Assessment of progress will include pre and post-surveys of students' ability to understand and use the Youth Program Quality Assessment tool (YPQA) and National Youth Outcome Initiative (NYOI). Program Director portfolio examples of students' problem solving their own personal issues as well as group issues and the incorporation of this into program/activity adjustments; the quality/depth of service-learning projects in which youth are involved; improvement in Math and Reading for those performing below grade level; and the development by program directors of a site-based self-assessment tool that reflects the ELP program pillars: academic excellence, healthy lifestyles and character and civic development including youth leadership. The Expanded Learning department staff meet monthly with the principal at each of our elementary school sites to debrief and discuss aligning the program to the school day and any issues that arise in the after school program. Program staff participates in continuous monitoring of the program effectiveness in supporting the school day through regular staff meetings, surveys and collaboration with the school administration.

Continuous Quality Improvement (CQI) is an ongoing process . The BGCSL uses data to assess their programs and develop improvement plans; then implement their plans, assess progress, and develop a plan to improve more. Critically, these plans include ongoing professional development for staff. Our goal is to provide high-quality experiences for youth and staff**,** now and in the future. Each school site implementation plan will be different based on data indicating the needs and community priorities.

SLUSD will collect the following quantitative data for baseline program review: program attendance, regular school day attendance, ELL status and Smarter Balanced performance levels for language arts/math/science. SLUSD's technology department will assist in generating reports from our Renaissance and FastBridge database. In addition, qualitative data will be collected through surveys of instructional day teachers, after school program leaders, students and parents to determine perceptions of the program's impact on student learning.

Selected Outcome Measures	Results
Increased scores for ELA and Math	**Continuous improvement in Smarter Balanced test results, particularly scores over time.**
Attendance	**Consistent program attendance and regular school day attendance.**

1. The ELO program staff will meet monthly with the principal at each of our elementary and middle school sites to debrief and discuss program needs and any issues that arise in the after school program spaces.
2. Program staff participates in supporting the school day through attending faculty-led meetings, executing surveys, collaborating and communicating with the school administration, teachers, counselors and families.
3. BGCSL ELO Program Staff will collect data from youth through pulse checks and monthly feedback sessions for input from youth on what is working, not working with program elements so that youth voice is incorporated in regular program assessments to improve quality.

11. Program Management

Describe the plan for program management.

The ELO Programs will be managed through three tiers. The first management tier in San Leandro Unified includes our Business and Operations Division and our Administrative Services Division. The Family and Student Services Department will manage operational program logistics led by the Director of Family and Student Support Services. The role of the Family and Student Support Services director is to maintain all fiscal records that meet local, state, and federal guidelines for public school districts, as well as those guidelines that govern the administration of Expanded Learning Opportunity program funding. This includes the processing of purchase orders and approval of contracted services agreements for the ELO programs. The second tier of support will be provided by the Family Engagement Program Coordinator that directly interfaces with the after school provider. The Family Engagement Program Coordinator develops and monitors the grant budgets related to actual expenditure and the Business Office maintains all records of revenue and expenditures related to the grants and coordinates payments to the service provider. The Family Engagement Program Coordinator is also responsible for creating and revising all program budgets, reviewing and approving all program expenditures with approval by the Director of Family and Student Support Services. All requests for expenditures must follow a comprehensive request process before any formal documentation is filled out and submitted, including PO's, Supply Order Forms, Media Request Forms, Cal Card purchases, etc. Our Family Engagement Program Coordinator maintains budget expense tracking records to ensure that spending is within the guidelines and within the budget

amounts per object code. The third tier is through our after school provider Chief Operating Officer at the Boys & Girls Club. We work closely to ensure all reports are completed and submitted within the due dates. Due dates of all reports are calendared at the beginning of each year to provide ample time for report preparation and submission.

A parent handbook is distributed to all sites and participants. Our policies, procedures and practices are outlined in this handbook and in the parent orientation meetings. We translate all parent information materials in multiple languages to meet student needs.

Site Directors meet weekly with after school provider program administration to ensure ELO-P safety operations, quality standards are being implemented per program plan and best practices.
All SLUSD after school evaluation activities must be completed, including program site administration of annual student survey and program staff surveys, participation in formal evaluation site visits, and participation in the Youth Program Quality Improvement (YPQI) process that includes program self-assessment, planning with data, and implementation of a quality action plan every year.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

To create one comprehensive and universal Expanded Learning Program, SLUSD in partnership with the Boys & Girls Clubs of San Leandro propose to use the ASES grant compliance requirements and the Quality Standards for Expanded Learning as an overall program guide for both the ASES Elementary/Middle and the ELO-P. One standard set of requirements and quality standards for continuous program improvement will ensure that there is a consistent framework of criteria and evaluation metrics for all programs, thus ensuring that data developed and measurements of performance will provide an authentic outcome. Thus, program attendance, regular school day attendance, ELL status and Smarter Balanced performance levels for language arts/math/science will be collected to provide consistent data across all programs. In addition, the Expanded Learning Quality Standards will continue to guide professional development for all staff, processes for continuous quality improvement in programs and staff program implementation. All staff both in ASES and ELO-P will receive the same training, support and evaluation to ensure quality control and standardization across programs so that youth receiving programs and activities will have the same information and access. Standardization in schedules, registrations, orientation, as well as parental/guardian requirements across all programs, is equally important as staff training and program implementation.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The after-school care provider (BGCSL) currently administers Kinder Care programs for SLUSD students in TK & Kindergarten. The After School KinderCare program runs from the end of the school day to 6 PM Monday – Friday and offers a variety of developmentally-appropriate recreational and language-rich activities for students to participate in. This program will be rolled into the ELO program.

TK and Kinder staff members must meet the minimum qualifications, hiring requirements, and procedures for an instructional aide working within the school district. In addition, all staff will be required to have a minimum of 12 units in early childhood development and have been First Aid and CPR certified.

A full-time Kindercare coordinator will be hired per school site to manage kinder program staff to ensure the implementation of developmentally informed curricula, scheduling, and Expanded Learning quality standards for our TK-K students. The kinder care coordinator will provide ongoing professional development training on-site to build highly skilled staff in an emotionally and physically safe environment.

School sites will hire on-call EXL substitutes to ensure student-to-staff ratios are sustained. Program Directors and Unit Directors will be kept out of ratio for safety measures and will be placed as backup substitutes to maintain ratios on an as-needed basis.

Recruitment of staff began January 6, 2022 and will be ongoing. Recruitment strategies will include:

1. Placement of the job description with indeed, Zip Recruiter and idealist.org and Edjoin.com.
2. Outreach to other community-based organizations that serve the TK and Kindergarten population and recruitment strategies implemented
3. Posting and recruitment efforts on the BGCSL and SLUSD websites
4. Posting and recruitment on social media sites. Hiring ratios for TK and Kindergarten will remain at 1:10 to provide for the safety, security and emotional support of the children.

This ratio will be maintained by keeping a list of potential substitutes for cases of medical emergencies, illness, vacations where staff cannot be available.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or Intersession day.

We are excited to offer Expanded Learning Opportunities for all students in TK-K in SLUSD. Our partnership with Boys & Girls Clubs of San Leandro provides us with the opportunity to continue strengthening our community and offer quality programs for our children. We are looking forward to providing daily support to TK-K families that request placement in our ELO Programs.

All our TK-K classrooms follow a daily after school schedule. At each site, our site directors create a schedule that works for their room and age group. See sample below

ELOP Kindercare (TK-K) Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
11:40 - 11:50			Pick Up and Sign In		
11:50 - 12:20			Lunch		
12:20 - 1:00			Project/Activity		
1:00 - 1:10			Shirts/ Line Up		
1:10 - 1:40			Outdoor Recreation		
1:40 - 1:50			Nap Time		
1:50 - 2:00	Pick up and Sign in	Pick up and Sign in		Pick up and Sign in	Pick up and Sign in
2:00 - 3:00	Lesson/Activity Sight Letter and Word	Lesson/Activity Sight Letter and Word	Lesson/Activity Sight Letter and Word	Lesson/Activity Sight Letter and Word	Lesson/Activity Sight Letter and Word
3:00 - 3:15	Clean up/ Wash up	Clean up/ Wash up	Clean up/ Wash up	Clean up/ Wash up	Clean up/ Wash up
3:15 - 3:45	Community Circle/ Snack	Community Circle/ Snack	Community Circle/ Snack	Community Circle/ Snack	Community Circle/ Snack
3:45 - 4:45	Homework Time	Homework Time	Homework Time	Homework Time	Homework Time
4:45 - 5:15	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
5:15 - 6:00	Wrap up projects Activities/ Free Time Pick up/Clean up	Wrap up projects Activities/ Free Time Pick up/Clean up	Wrap up projects Activities/ Free Time Pick up/Clean up	Wrap up projects Activities/ Free Time Pick up/Clean up	Wrap up projects Activities/ Free Time Pick up/Clean up